

the loyola of montreal happening

FEBRUARY 11, 1974

THE CONTINUING CONFRONTATION

Loyola Assembly Report

by Janet Kask

"We're still at an impasse" commented Loyola Students' Association co-president Marc Tigh after a packed public meeting with top Concordia officials Thursday to air student demands for Loyola parity in the new university merger.

The meeting was the culmination of a ten-day "Whatever Happened to Loyola" campaign launched by the LSA to publicize their view that Loyola is getting sold short in the merger, particularly in areas of representation on crucial policy - making Senate subcommittees.

Rev. Patrick G. Malone, S.J., of Loyola and Dr. John O'Brien, rector of Sir George Williams University both told the audience that while some of the student concerns were "legitimate", Concordia policy had been misrepresented in some areas and that basic changes in policy formulated during 18 months of negotiation by members of both institutions were unrealistic at this stage.

The real cause for concern, both university heads said, was the provincial government's delay in making the merger legal.

"The agreements we reached during the time of negotiation cannot be faithfully represented by any collage of snippets selected here or there to prove a partisan point of view," warned Father Malone. "Those agreements are far too important to the lives and careers of students and faculty... to be reduced simply to a matter of slogans."

Answering student questions on parity on Senate subcommittees Dr. O'Brien said this area was still "open to discussion and debate" and that present committees were operating on an "interim" basis.

On student representation on committees, he said this was a "perfectly legitimate question which the Senate should take into consideration. "The question of student parity was still "to be decided in committee," but he did not feel there should be student parity on all committees.

Earlier in the week the LSA had pointed out in a statement that Loyola had 22 voting representatives on the new Senate to Sir George's 39, and that on crucially important Senate committees in which most academic policy is formulated no one had equal representation between the two institutions. "Loyola is grossly under-represented on most decision making bodies," the LSA said. The present merger was "nothing more than an assimilation of Loyola."

Dr. O'Brien stressed that a "two campus" approach to merger could be "dangerous" and that advantages of merging as a single institution will in the long run be beneficial to Loyola. Senate and committee representation must be approached from the point of view of faculty (of which there are a total of five from both campuses) rather than campus, he stressed.

Both Father Malone and Sir George Williams officials had stressed earlier that while there was equality of representation on the Loyola-Sir George Joint Committee that negotiated the merger, there was never any question of parity in the actual merger.

"A lot of fighting is going to have to take place on the various committees," said Marc Tigh after the meeting. "we students should be prepared to do this."



How it began

An Interview with LSA Co-Presidents, Marc Tigh and Don Boisvert by student Brian Gorman.

B.G.

The obvious question to begin with would be, why did the campaign get started now, since the hassles between Sir George and Loyola have been going on for quite some time?

TIGH

I suppose one of the major reasons was that the committees were only formed two or three months ago... end of October... beginning of November... that's when they started taking any real structure.

The attitude (of SGWU towards Loyola), we'd always had a sort-of feeling about, but we could never pinpoint it - but we managed to bring that out very well during the campaign. I think the thing that really made us look at the whole thing and decide that we were going to launch this campaign was the structure of the senate committees, which is really absurd. I mean, it's lopsided.

B.G.

The thing with Student Services seems to be clouded somewhat. Could you sum up exactly how Loyola is getting the shaft as far as Student Services is concerned?

BOISVERT

The motion itself that finally went through is acceptable to us and it's a good motion. It calls for the establishment of a parity committee to review finances of student services on

Remarks of Fr. Malone

"Whatever happened to Loyola" is a question of such importance to students at Loyola that their leadership has authorized this campaign of study, statement and searching. In so doing, students are within their rights and are acting in the best of academic traditions. They would be delinquent in their duty if they mutely accepted conditions that curtailed the sweep of their educational opportunity. I explicitly acknowledge the importance of this exercise, and I believe that his response to your invitation today is some evidence of the importance that Rector O'Brien attaches to the issues involved.

In the last several days, a plethora of views has been aired - from many sides but, I think you would agree, most fulsomely and widely by Loyola students. I do not intend to

catalogue the heads of debate or to comment on each and every detail.

But I do wish to emphasize this central point that may have been lost in the heat of discussion. The creation and welfare of Concordia is an objective strongly endorsed by overwhelming majorities on both campuses. I may say plainly, that I detect no mandate to re-open negotiations that have the blessing of the Board of Trustees of Loyola College. Indeed, if there is a call for further action. I read strong urging that the Gouvernement, one of the partners incidentally in creating Concordia, rise out of its long delay to regulate the uncertain situation in which we live and struggle to operate...

... there is none of us who par-

cont'd on page 2

cont'd on page 2

Remarks... continued from p. 1

in which we live and struggle to operate.

there is none of us who participated in the negotiations, agreements and current operations of Concordia, who believes that every question in every detail has been settled by the agreed articles. We are all aware that there are a number of items below the general articles of agreement that must be under continuing discussion, must conform to the changing realities of the New university, must be adapted to further its welfare as an important part of the educational establishment in Quebec. In making this last remark about details still to be fleshed out, I am fully confident that I am not throwing a gauntlet down to anyone. All of us in senior administration have enough experience to know structures, modalities, objectives and representations will — always within the terms of the general agreement, be suitable subjects for ongoing debate.

I said that I was not going to comment on the details of grievances put forward by this student assembly. I do feel it my duty, however, to point out that in matters of negotiation, the two institutions came to the table as equals; we did not agree, however, that parity between Sir George Williams and Loyola was the necessary or even the equitable condition for Concordia to flourish through out ongoing collaboration. Somewhere in your last assembly you made mention about membership on committees. These committees in the academic area or in other areas are not generally speaking a part of the agreements which bear the seal of the two boards. They are therefore legitimate objects of discussion and debate. I feel confident that if a good case can be made for redistribution of the weight from either campus, our colleagues at Sir George Williams University will fairly consider any reasonable proposal.

It is sometimes very difficult for those of us who sat at the negotiating table and approached the same problems often enough from different points of view to have the fact firmly in our minds that negotiations on the general terms of agreement are over and that our role as negotiators of official inter-

preters of what was negotiated has come to an end. We are now given the task of filling this or that office in Concordia University and of bringing it, through Sir George & Loyola, to its own rightful place of pride and achievement. The agreements that we reached during the time of negotiation, the agreements that have been ratified by the two boards, cannot be faithfully represented by any collage of snippets selected here or there to prove



a partisan point of view. No, those agreements are far too delicate, too vibrant, and, I may say, too important to the lives and careers of students and faculty and indeed to the future of the land, to be reduced simply to a matter of slogans.

When I sift through the reports, documentation and interviews that have come from this campaign "Whatever happened to Loyola", I believe that students are less concerned with any protracted discussion about details and more definitely upset by what they call attitudes on the Sir George Williams campus. They refer to a "take over" attitude, to unbalanced representation on working committees and to a host of other things that in their view can be interpreted as a wrong attitude on the part of our colleagues downtown. As a senior officer of Concordia and a representative from the Loyola campus I can assure you that there are people on the Sir George Williams campus who detect in various reports, actions, statements and objections a wrong attitude on the part of people at Loyola. If they were asked to put a name on that attitude, they would simply say that the people at

Loyola want to participate in the University Charter but retain all the autonomy that they previously had without trying to form one true university. Let me say at once that no matter what the evidence may seem to be, the overwhelming attitude on either campus is wrong described in the terms which I have just set forth...

...We would be foolish to pretend that a new university is not going to experience differences of opinion, the ten-

sions, the resentments even that seem always to crop up where human beings try to work together, even in well-established universities. I think that the airing of your grievances to-day is a healthy thing. I think that the readiness of Dr. O'Brien, Rector of Concordia, to come and listen to your viewpoint and to comment on it is a very hopeful sign for the future. I think, further, that your own willingness to accept the proffered support of the student body at Sir George Williams and to believe that the people at Sir George Williams will give a fair hearing to anything you propose constitute a clear indication that we have at hand on both campuses the resources to form one team in the formation of one university.

If you agree that grievances, objections and resentments are part of the human condition, then you must be prepared to deal with them. In my view, proper procedure is that we should courteously air our differences, we should air them as a matter of fact or of perception based in fact or imagination, that we should put them forward without trying to find a culprit, without trying to assign wrong motivation or bad will. In our present strange position before the law, all of us involved in Concordia have blurred guidelines on which to carry out our daily duties. But we are confident that we can correct any mistakes that may arise.

Some of our students have asked the question "Whatever happened to Loyola?" I think their question is a useful one and I hope the process of answering has been fruitful.

However, I should like to suggest in closing that a more important question before all of us is what will become of Concordia. In my remarks to this campus over the years I have continually stressed that a uni-

How it began... cont'd from page 1

both campuses. The real problem is the way in which that was done. The way we see it, somehow, Dr. O'Brien took the motion and sent it to what is called, "The University Council on Student Life" down at Sir George. This is strictly a Sir George body. Why should a motion of Concordia be sent through a Sir George body, while not consulting anyone in the process?

B.G.

So, you feel Dr. O'Brien was responsible for this?

BOISVERT

Yeah, we feel Dr. O'Brien was responsible. That specific motion indicates the prime reason for this campaign. That is, the attitude Sir George has of assimilation and takeover.

You know, people say it (the campaign) was late. Well, it wasn't really. The merger looks very good on paper but it's been in operation now, for five months. And it took that long to show us that, in reality, the living out of the merger agreement was a far cry from what was agreed upon. And I think it came to head when we started to realize that, through all kinds of things, Sir George was trying to use the structures to its advantage.

B.G.

I got the impression that the campaign was thrown together rather quickly...

BOISVERT

That was one of the reasons behind it. There was an element of surprise to it. We thought the way it could be most effective was to surprise people and really condense it to such a short period of time. I think a lot of its strength came from that.

TIGH

I think, the way we had it planned... In the initial stages, we were fairly worried about the way we had it planned... In

the initial stages, we were fairly worried about the way it was going to go, but once we let the information go around this building (the LSA)... I think the first big thing was when we introduced it to a meeting of all the association presidents and vice-presidents in early January... the response was just incredible.

I think the thing that was in the backs of most students' minds was that the students didn't even know anything about Concordia. I think the whole "Whatever Happened To Loyola" campaign - be it an attempt to better Loyola's position, or what - was also the first time this campus had gone to the students to explain the situation.

BOISVERT

I think the LSA has to take the blame for not having done it sooner.

B.G.

How would you define Dr. O'Brien's attitude towards this student reaction?

BOISVERT

"Autocratic". First of all, I think, he's not a rector of Concordia, he's a principal of Sir George Williams University.

B.G.

Maybe you should have called it the "Whoever Happened To Loyola" campaign...

BOISVERT

Yeah... it mightn't have been a bad idea.

TIGH

One thing you can put down is a sincere thank you to all the people who participated in the campaign. We might have put forth the ideas, but they never would have been realized without the work of the students. That's been the most amazing thing about the whole campaign. Even if it flops on its face, there's one thing we know - and that's that we damn well tried.

To date, the following developments have taken place, regarding the "Whatever Happened to Loyola" campaign:

1. A total of 2,272 letters to Dr. Cloutier were collected by the workers at the information booths, and were sent to Quebec.

2. At the assembly, held January 31st in the F.C. Smith Auditorium, four resolutions were passed, calling for

a) parity on all Senate committees between Loyola and Sir George

b) an increased number of representatives on the Senate, which was amended from the floor by Professor David Tobin to demand parity on the Senate

c) the Loyola administration to back up the first two resolutions

d) the LSA to re-open discussions with the students groups at Sir George with the idea of presenting a common front.

3. Dr. O'Brien accepted to speak to the students Thursday, February 5, in the F.C. Smith Auditorium.



Potvin planning cultural exchange

The Director of Loyola's Evening Division, Doug Potvin, visited the Orient in early January to complete arrangements for a group of Montreal teachers to make a cultural tour of Japan, Singapore and Malaysia this summer. The group is made up of students in the Evening Division and some interested teachers. Applications to join the tour can be made through the Evening Division Office, 7270 Sherbrooke St. W., 482-0320, local 394.

Mr. Potvin's two week itinerary included stops in Tokyo, Osaka, Kyoto, Japan; Singapore; and Ipoh and Kuala Lumpur, Malaysia.

Additional reasons for the trip involved planning a 1975 exchange program with student groups from Sophia University in Tokyo and laying the ground work for a huge international summer school to be held at Loyola prior to the Olympics in 1976.

Mr. Potvin says the initial steps have been taken so that "groups from all over the world can come to Loyola and take part in our summer programs or even use the Loyola campus to teach their own programs".

Loyola would supply the facilities and the materials need-



ed for summer studies for Far East students as well as extend the use of its professors to aid in Canadian studies programs. The Summer School could possibly initiate special programs such as institutes in finance and industry for foreign businessmen. Their wives could also participate in institutes in fashion, cooking, languages or Canadian studies.

The first exchange program with Japanese universities was held here last summer. Twenty-five students from Kansai University outside Osaka, came to Loyola to study English and learn something of the Canadian way of life.

New Faculty Club Opens

The Loyola Faculty Club officially opened Monday, January 21, after several postponements and the finished product proved well worth the wait. The former Hingston Hall breezeway has been converted into a plushly-furnished, comfortable drinking spot for faculty and staff at an approximate cost of \$30,000.

Martin Hallett, Club president, is optimistic that the new facilities will create a more enthusiastic spirit among the Loyola community.

The first Faculty Club was organized in 1967. Last year there was a general malaise among its members which along with financial difficulties led to the club's dissolution.

"The lack of spirit was due partially to the club's location in the Refectory Building and to its unattractive decor", says Hallett. "The new premises should revive interest and we are hoping that membership will increase to about 200. What must be avoided is a cliquish atmosphere, but the greater the variety of members, the better the club will become".

Membership is open to all faculty and staff at \$10 a subscription, valid until August 1974. Later on monthly fees will be \$2.00 (\$24.00 per year) and the present cash bar will be replaced by a credit one.



Hallett says a lot of organizational work still has to be done. Details such as electing an executive, establishing liaisons with the Sir George clubs and stabilizing spending costs have to be worked out.

"We hope to keep prices as they are now", says Hallett, "but if our operating costs increase, we may have to up the prices of drinks". Until then domestic beer costs 50¢, imported beer is 75¢, liquor and mix is \$1.00 and vermouth is 50¢.

The executive's duties are

as yet undefined but Hallett believes its function will be advisory. The actual technicalities of operating the bar will be handled by the full-time barman. Cards will eventually be issued that will serve for both the Sir George and Loyola clubs.

In the meantime, the facilities are open to members and non-members and are available for private functions. All bookings must go through the Events Co-Ordination Office in Hingston Hall and are restricted to hours when the bar is not in regular use.

Travel Service at Loyola



by Lorraine Flaherty

If studying classical literature in Greece or languages in Southern France is your idea of the perfect summer, the first step in your itinerary should be a visit to the new Student Services **TRAVELERS' KIOSK** which just opened in the Campus Centre.

The **TRAVELERS' KIOSK** has been set up to help students organize their summer trips. It is not a travel agency. Its purpose is to pro-

vide students with information they might need before travelling abroad or in Canada. There are no gimmicks, no angles to sell you on one country or another, just solid information collected from government agencies, consulates and trade commissions.

"We are primarily interested in youth accommodations and activities", says Ann Kirby, co-ordinator of the Kiosk. "We

have brochures on study programs abroad, transportation methods such as Euro-rail and French rail passes, hostels, cultural tours as well as visa and passport information". If the kiosk doesn't have information on a particular country, Ann will attempt to find some or direct the student to the proper source.

"We are not promoting charter flight deals (discount flights are scarce this year due to a promised hike in air fares in March)", says Ann. "This is a service to help students plan their trips and save money too. For example, vaccinations cost \$5.00 everywhere in Montreal, at Loyola's Health Service they are 50¢".

The **TRAVELERS' KIOSK** is a short term project open only during February and March. Departments in the College can also use it to promote their trips. In addition, students can find out trips other universities are planning and how to join them.

The Kiosk is open at 10 a.m. daily and at odd hours during the day depending on students' interest. After the Campus Centre, it will move to the Guadagni Lounge. If no one is on hand at the Kiosk to answer your questions, drop in and see Ann at Student Services, Room 135. They are open all day.

Awareness emphasized in Liaison Program

"Rah rah" is not the phrase to use to describe the "recruitment" program at Loyola. In fact, recruitment is not the word to use.

Although students may be "shopping around" for a university, any kind of hard-sell approach can be irritating, ineffective, and unnecessary, says Peter Regimbald, Loyola's Liaison Officer.

The Liaison Program at Loyola is described as an "awareness" program that allows CEGEP students to explore the alternatives. "You can't get all the information from a calendar," says Regimbald, "nor can you look at education only in terms of what happens in the classroom". He maintains that one of the strong points about Loyola is in the combining of a good academic program with a good campus life.

One of the most important aspects of the Liaison Officer's job is in being available, says Regimbald. In addition to the Open Houses held during both semesters at Quebec CEGEPs, he makes a regular visit to each local CEGEP every two weeks. The Match of Minds,



Loyola's innovative scholarship competition also provides students with the opportunity of looking into Loyola.

An additional and important function of the Liaison Office is to encourage the Loyola community to become more aware of the CEGEP communities. One possible program that is being explored by the Liaison Office and the Admissions Office is a Faculty Exchange Program that will involve exchange teaching between the CEGEPs and Loyola.

Loyola services go

Happy children make for happy parents at Day Nursery

by Janice Buxton

The initial reaction to "Day Care Centre" may be a negative one for many parents, bringing to mind a place where children are "farmed out". The suggestion that psychology students work with the children for course credit may evoke an indignant "No one is going to experiment with my child!" And although Loyola's nursery program has been using the name Day Care Centre, and psychology students do play an important part in it, it would be difficult to find a group of parents who are more enthusiastic about the "care" their children are getting.

Good program plus better hours

Because Day Care Centre doesn't really describe what the function is, plans are underway to change the name to Loyola Day Nursery. Unlike a Day Care Centre, it does not accept children of all ages, but rather has a planned nursery school program for children from 3 to 5 years. It also has an advantage over the traditional nursery school set-up in that it combines a nursery school program with day care centre hours. Hours are from 8:30 a.m. to 12 noon, and 1:00 p.m. to 5:00 p.m. At present, there are ten children registered in the morning, and nine in the afternoon, four of whom are all-day students. Fees are \$70 per month for full days, \$35 per month for half days.



Teaching Assistants explore the art of play-dough with children in the Day Nursery.

Meets variety of needs

Loyola's Day Nursery has a two-fold objective, the first being to benefit the families of the Loyola and N.D.G. communities. The second is to allow Loyola students to integrate their academic work with practical experience and get credit for it. Ten students from Prof. Elizabeth Mouldoux's course "Practicum in Childhood Development" and three students from her course "Developmental Psychology" work at the Day Nursery as part of their course. Prof. Mouldoux maintains that very little work has been done in applied psychology in this area, and when other institutions have tried a system similar to Loyola's, they have had to go off campus to find the facilities. In addition to the physical convenience of having the academic and practical side together, the set-up has proved invaluable in furthering communications between the two areas.

Students are not working simply as volunteers, but as teaching assistants in an academic process, thus they are more reliable, responsible and committed, says Prof. Mouldoux. Another advantage to this system is that they have regular hours. Although the presence of the students has provided the children with an important exposure to other people, too much turnover could create instability and confuse the children.

Students combine enthusiasm with knowledge

As it is, the children know which student comes when, and they look forward to the special project each student carries out with them. These projects are generally in an area in which the students have special talent or interest, and they are sessions that combine their creativity and enthusiasm with academic understanding. They are not, emphasizes Prof. Mouldoux, experimental in any way. They are observational programs designed to add to the existing activities.

Within these guidelines, the projects can vary considerably. One student, Jeff Nayman, brings his guitar, and along with student Valerie Hicks, they explore French words with song. Mark Singer, another one of the three males in the group titles his project "Creative Dramatics", and describes it as "an attempt to integrate reality with make believe to make it a meaningful learning experience". In watching one of his sessions, however, it looks like simply a lot of fun, with the children eagerly responding to the play-learning situation of taking a plane ride.

In addition to the project, and writing a paper on it involving both practical experience and considerable library work, students are also involved in the administrative processes of the Day Nursery. Regular staff meetings with student teaching assistants, Prof. Mouldoux, and the two full time nursery teachers Mrs. Maureen Morrison and Miss Barrett, introduce the students to being staff members of an existing organization.

Children react favorably

Although the students are undoubtedly gaining from the experience, it is the gain of the children that must be put first, emphasizes Prof. Mouldoux. Parents who may have at first feared that "psychological experiments" would take precedence over the children's enjoyment have now become avid supporters of the system of student teaching assistants.



Wendy Scott with son Kyle

Katie Best, secretary in Modern Languages and mother of 3-year-old Tamara, says that the exposure to other people has increased Tamara's curiosity and self-confidence. Wendy Scott, secretary in the Campus Centre says enthusiastically that she is overwhelmed by the infinite variety of ideas and activities the children are exposed to as a result of the students' creativity. "The ultimate question", says Wendy, "is whether Kyle is happy", and there was little doubt of this when he spent the Christmas holidays asking her when he could go back to school. Both of these mothers had tried other "Day Care" systems with not-so-happy results.

Parent involvement encouraged

The Day Nursery does not operate as a cooperative, but parents are encouraged to become involved to the extent they wish, and do have a say in the

operations, says Ron Smith, parent, Loyola mathematics professor, and one of the organizers of the Day Nursery. Recently, when it was announced that the Day Nursery would close for the year in April, parents Wendy Scott and Katie Best rallied the other parents to support keeping it open till June.

Summer program planned

The Day Nursery is also planning a summer program to co-incide with Loyola Summer School, running from July 2 to August 9. To be operated like a Day Camp, including many excursions, the summer session will operate from 8:30 a.m. to 1:00 p.m. Total fee for the six week period is \$90. Like the regular nursery school program, it is open to all members of the Loyola and N.D.G. communities. For information on both, contact Ron Smith, 482-0320, Local 363, or the Day Care Centre, 486-5840.



Mark Singer and children prepare for an imaginary plane ride.

community-wide

Food Co-Op: Lower costs, better quality

by Janice Buxton

It was last November that five women from the Loyola area (three of whom are married to Loyola faculty or staff) decided to do more than complain and/or worry about skyrocketing food prices. After much planning, discussing, organizing and analyzing, Loyola's food co-op came into being, marking its third week in operation last Tuesday, February 5. From a core group of five, the co-op has grown to 28 members.

Many food co-ops have started and failed, and this group has every intention of staying "in business" for some time. Much time was spent studying why other groups had failed, and how to avoid similar problems occurring.

One of the difficulties that frequently leads to failure is having too few people doing too much of the work, with the result that the non-working members are not involved and lose interest, and the working members find it too much of a hassle. "The key to its success" says Irene Lambert, one of the organizers, "is integrating the new members into the group, and instilling in them the *esprit de corps* that got us going". This can mean working one afternoon per month (actually, more like two or three hours) and time schedules can be varied to accommodate working people who are not available during the day. Working does not necessarily mean the physical task of putting the orders together either. There is a variety of other jobs, including paperwork and accounting, that are necessary to the operation of the food co-op.

Range of products

The co-op offers fruits, vegetables, and a variety of dry goods or health foods because these products afford the greatest savings with the minimum amount of problems. At present the co-op is looking into adding eggs and bakery products to the list.

As it is, the list of foods available is comprehensive. (In doing the comparative price study on this page, it was dif-



Members of the Loyola Food Co-op prepare the orders.

ficult to find all the products listed by the food co-op available in the supermarket).

Naturally, fruits and vegetables depend on seasonal availability and what is available through the market. The cheeses available seem unlimited. They are packaged two ways - in bulk, and in less than one pound portions (this last group includes many of the pre-packaged cheeses). As with all other goods, buying in bulk will reduce the price per pound. Bulk-buying may mean there has to be a minimum order, but this minimum order can usually be met by the combined orders of the members.

Dry goods or health foods include such things as rice, flour, beans, oil, nuts, sea salt, peanut butter, etc. All are of the "natural foods" variety, a factor which makes it difficult to accurately compare prices with the more "processed" products available in the supermarket.

Better quality foods

In addition to being cheaper, the foods available are frequently better quality, and in the case of fruits and vegetables, much fresher, say the organizers. Pam Brown, one of the core group says that eating more nutritional foods can be one of the added benefits of eating more cheaply. "I used to

avoid buying fresh fruits and vegetables because they were so expensive", she says. "Feeling better about the prices encourages you to eat better".

No minimum

You don't have to be a family of six to get in on the co-op and to benefit from its prices, emphasize the organizers. There is no minimum on the amount of food you must buy. The only restriction is that much of the dry good packaging makes it difficult to dispense less than one pound. Most of the members at present are families from the Loyola or N.D.G. community, but the group would like to see more apartment-living students take advantage of and get involved in the food co-op.

Vegetables and fruit orders are made weekly, cheese every two weeks, and natural foods once a month. The co-op operates out of the Loyola St. Ignatius Church basement every Tuesday. Orders are packed between 1 and 4, and picked up between 4 and 7. Orders are placed one week, and picked up the next. Membership fee is \$5 for singles, \$10 for a family or group, refundable when the member leaves the co-op. Any one interested in joining the food co-op is encouraged to drop in any Tuesday between 4 and 7.

Food Cost Comparison

The following is a comparison of the prices listed by the food co-op and prices listed in Steinberg's, Cavendish Mall. In some cases, prices and quantities have been adjusted to allow comparisons to be made on equal quantities. Food co-op prices shown are *wholesale prices*: it is necessary to add 10 percent for handling.

	Food Co-op	Steinberg's
CHEESE		
<i>Bulk Quantities</i>		
(All prices based on 1 lb.)		
Cheddar Mild	\$.91	\$1.15
Cheddar Strong	1.05	1.29
Colby farmer's cheese	0.89	1.25
St. Paulin	1.18	1.75
Eblo Denmark	0.97	1.44
Esrom Germany	1.05	1.65
Parmesan (grated)	1.49	2.88*
Tilsit Norway	0.95	1.28
Emmenthal Swiss	1.32	1.89

* It is probably possible to get a cheaper supermarket price for Parmesan, but the only one available at the time was a 4 oz. container, making the price per pound seem unusual high.

Small Quantities

(all prices based on equivalent packages)

Anfleur plain	\$0.64	\$0.75
Anfleur herb and garlic	0.64	0.75
Mozzarella	0.85	1.17
Kiri a la creme	0.43	0.59
Tartare Fine Herbs 8	0.72	1.23
Stilton Blue Crock	1.29	1.99
Prepared Fondues	1.39	1.69
	1.42	1.79*

* A number of prices and brands are available at both sources, but the brands are not the same.

VEGETABLES AND FRUITS

Apples (lb.)	\$0.12	\$0.29
Bananas (lb.)	0.05	0.13
Broccoli (bunch)	0.48	0.49
Carrots (lb.)	0.04	0.10
Lemons (each)	0.06	0.13
Turnips (lb.)	0.07	0.11
Oranges (each)	0.05	0.08
Grapefruit (each)	0.09	0.10
Potatoes (lb.)	0.08	0.10
Lettuce (each)	0.15	0.29
Tomatoes (lb.)	0.34	0.49
Onions (lb.)	0.07	0.17
Cauliflower (each)	0.45	0.69
Cucumbers (each)	0.07	0.10
Eggplant (each)	0.25	0.25
Mushrooms (lb.)	0.84	1.08
Shallots (bunch)	0.11	0.15
Spinach (bag)	0.30	0.38

DRY GOODS OR NATURAL FOODS

Raisins (lb.)	\$0.58	\$0.79
Prunes (lb.)	0.65	0.69
Walnut pieces (lb.)	1.15	1.76
Whole wheat flour (lb.)	0.13	0.18
Wheat germ (lb.)	0.12	1.19*
Olive oil (16 oz.)	0.96	1.34
Corn meal (lb.)	0.09	0.23
White beans	0.46	0.63
Split green beans (lb.)	0.32	0.47

* Only wheat germ available in supermarket was the toasted kind in a 12 oz. jar for 89¢. Price was adjusted to make what price would be for one pound)

Nominations made for Standing Committees

Loyola Faculty Council of Arts and Science nominations were made at the January meeting for the Standing Committees. The Terms of Reference and the Guidelines are available for inspection at the library, and have been mailed to all Faculty members. Nominees have now been informed of their newly elected positions.

An Ad Hoc committee regarding the possible creation of a Faculty of Fine Arts was formed with the following terms of reference: To research and develop and present a policy for a stance to be taken by the Loyola Community as to the feasibility of a separate Faculty of Fine Arts and to report back to the Faculty Council for the negotiations with Sir George.

Members include: Rev. J. O'Brien, S.J., Chairman of Communication Arts; Professor Kathy Waters, Doug Potvin, Director of Loyola's Evening Division; student Noreen Keenan; and consultants to be chosen by the committee. The Faculty Council also adopted a motion that there be appropriate student representation on the Special Senate Committee to review the possibilities of establishing a separate Faculty of Fine Arts at the University.

There was unanimous agreement that the Loyola Faculty Council of Arts and Science finds the proportional representation on the Senate University Curriculum Co-ordinating Committee and the University Academic Priorities Committee at present unacceptably small; and the Faculty Council recommends further that these committees meet alternately on each campus.

The Faculty Qualifications Standing Committee was instructed to review the tenure

situation at Loyola at the January meeting and to make a progress report no later than February 28th. It was also resolved that students have representations in Departmental Associations, except on "Contractual Committees in those departments which by a majority faculty vote do not desire student participation on Contractual matters".

Art students plan New York museum trip

Applications for a Museum trip to New York for Loyola Art Students can be made up to February 15th. Buses will leave from Loyola Friday morning, March 1st, returning the evening of Sunday, March 3rd.

Plans include three days and two nights in New York, visiting five museums including the Museum of Modern Art, Guggenheim, Frick, Metropolitan and the Cloisters. Other activities for the two evenings could include theatre and visiting a discotheque.

Thirty names of interested students have been received to date. Each bus of 45 students will be accompanied by two professors and one coordinator.

Admission to all five museums will be paid by Loyola's Fine Arts Department. Those interested should leave a \$30.00 deposit covering the cost of the bus and two nights at the Times Square Hotel. Students will be responsible for food and other personal expenses.

For further details, please contact, Esther Wertheimer, Co-Ordinator of Loyola's Fine Arts Department, Room C-410, tel: 482-0320, local 440.

Photo Contest

**WIN \$10
FOR PHOTO OF LOYOLA LIFE**

Photos can show any aspect of campus life, and contest is open to all members of the Loyola community. One \$10 prize to be awarded every two weeks.

When necessary, details regarding the photography should be included, (i.e. names of people or event, etc.)

Contest limited to black and white photos only. Photographs should be 8" by 10". Print name and phone number clearly on back of photograph, place in envelope marked Photo Contest, and deliver to Public Relations Office, Ad 233.

Photographs may be picked up at the Public Relations Office.

NEXT CONTEST CLOSES WEDNESDAY, FEB. 20 AT NOON.
Results to be published in the following issue of the Happening.

Photography Contest Winner



Winning photo of winter-time Loyola by John Supple.

New at the Bookstore

INDIAN BOYHOOD

by Charles Eastman

An account of an Indian boy's life in a society that is doomed by the westward expansion of a more powerful civilization. (Fawcett, \$0.95)

EINSTEIN: THE LIFE AND TIMES

by Roland W. Clark

The career and life of a genius. (Avon, \$1.95)

NEUROSIS IS A PAINFUL STYLE OF LIVING

by Samuel I. Greenberg

Hidden fears can cripple life! Know and conquer them! (N.A.L., \$0.95)

LISA, BRIGHT AND DARK

by John Neufeld

A young girl's journey into madness. (N.A.L., \$0.75)

Table Hockey Champions



Mike Ettinger (second from left) shows off his trophy won in the Table Hockey Championship held at Loyola Feb. 2. Runners-up were (from left to right) Richie Evans, Bob Meer, and Ron Lawee.

New art service helps students find work

Finding a summer job becomes more difficult every year. For art students, the problem is further complicated by their need for specialized jobs to give them apprentice experience.

To familiarize students with the art world and the opportunities available, Loyola's Fine Arts Department has set up a committee of professors and students on Careers and Guidance. This committee is preparing information not only on job opportunities but also on financial aid in the form of grants and scholarships, that exists for art students.

A major project of the Career and Guidance Committee is to bring jobs to the students.

The committee is planning

a publicity campaign to inform commercial artists, studios and advertising agencies of the availability of students to work as apprentices. Montrealers will be able to buy students' work at very reasonable prices. Also work such as illustrations, displays, models, art work for publications and interior design layouts can be obtained at rates that are cheaper than those of professional artists. The quality of students' work is guaranteed as it will be supervised by the professionals in the Fine Arts Department.

Information and requests can be made through the Fine Arts Department, 7141 Sherbrooke St. W., or by calling the Department at 482-0320, local 440.

Previews & Reviews

Marshall McLuhan: Master of the one-liner

by Janet Kask

Electric Age oracle Marshall McLuhan brought to Loyola what may be the beginnings of a new oral tradition in the classroom, the stream-of-consciousness as lecture.

Speaking to a packed Drummond auditorium Feb. 2, the impeccably elegant man with Ronald Coleman moustache and large velour bow tie took his audience on a roller-coaster ride of the McLuhan aphorisms and mind-bending ideas that made him famous, shifting thoughts in mid-stream, picking them up minutes later, referring rarely to his few prepared notes.

The witty, urbane master of the one-liner stopped short at one point to tell his relieved listeners not to look for logical connections in what he said.

"Much of my work seems opaque to people because I don't use theories or concepts. My writings are the observations of the effects of things. Take one sentence at a time and meditate."

There wasn't much time for meditation at the Saturday afternoon event but once off the hook of trying to find a central theme the ride was entertaining, swinging from mod corn ("All jokes are grievances, registers of social discomfort and unhappiness. There's no fuel.") to metaphysical head-scratchers like "Effects come first, causes later. Everything that's going to happen in the next 1,000 years has already happened."



There were several recurring thoughts, some already covered in his books on the effects of modern media on modern man and vice versa.

He traced the development of the new "Acoustic Man" from the "civilized, private" Western man who inherited his structured, logical thought patterns from the Greco-Roman alphabet.

The Greco-Roman man whose isolated visual sense produced the "goal oriented one-track mind that ravaged the North American continent" isn't compatible with the age in which "electronically everything happens at once." The role of the Acoustic Man now emerging because of the current replacement of hardware (like the motor car) by software (like television) is "just to be there

with people." (The motorcar, once the supreme mode of individual privacy in North America, is being replaced by television which brings the outside inside.)

In short, we're going back to tribalism. In the "totally barbarian and primal electric age of the simultaneous acoustic world" the subconscious is becoming obsolete. We aren't aware of this because changes effected on the human consciousness by modern media occur in the subliminal life. In tribal societies all consciousness is at the dream level. As our subconscious comes into our waking life, "we begin to live mythically in a symbolist world."

Modern advertising is an area in which mythic forms are used continuously to subdue the unconscious, but "poets and artists have always used unconscious rhythms and energies to organize their conscious messages."

Other McLuhan pronouncements of the day were:

When a new (man made) form goes around another form the old form becomes an art form. When Sputnik put a hardware information belt around the planet in October, 1957, nature ended, the planet went inside and ecology was born.

Each new media development scraps the immediate culture and resurrects an older one as a by-product. In our electric age people were hoping for enlightenment and they got the occult.

The function of the artist who is usually "fifty years ahead of the scientist," is to give society the pattern necessary for survival.

Women's liberation has nothing to do with justice. Women are simply more adaptable and better equipped for multi-role playing than men and hence better able to cope with the electric age.

Watergate is an important watershed because backroom politics have been pushed to the storefront as showbiz. Nixon, a transitional figure, is caught between the old and new forms.

It was hard deciding where McLuhan himself — definitely a transitional figure — fitted on the spectrum between Greco-Roman and Acoustic Man. A new academic art form perhaps, or a kind of sociological poet/adman in Residence. If his work is more poetry and slogan ("Poets played the top role as educators in tribal life") that logic it's no coincidence that he quotes the perceptions of Joyce and Eliot as similar to his own.

His final and somewhat relieving parting shot:

"Intelligibility is still the only hope for survival."

Northrop Frye Coming Feb. 22

by Dr. Robert Phllmus

Northrop Frye, University Professor at Massey College, University of Toronto, is to be the guest lecturer at the annual Lahey Lecture, the major lecture event hosted each year by the English Department. This year's Lahey lecture will take place on Friday, February 22. Although announced to be held in the Vanier Auditorium because of uncertainties with weather, the lecture will probably take place in the Bryan Building, Room 206.

Although Dr. Frye established his reputation with *Fearful Symmetry* (1947), a masterful and comprehensive study of the poetry of William Blake, his international renown really began with the publication of *The Anatomy of Criticism* (1957).

Evolving from his exploration of Blake, *The Anatomy*, is generally regarded as a kind of bible in the area of literary studies. It represents a systematic attempt to define the connections among various basic critical approaches to literature — modal, symbolic, archetypal, and generic, — but also to offer thereby a taxo-

nomic outline of literature itself.

Dr. Frye's subsequent books — *Fables of Identity* (1936), *A Natural Perspective* (1964), *The Return of Eden* (1965), *The Fools of Time* (1967), and *The Critical Path* (1971) (to name but a few) — have generally aimed at filling in that outline. This accords with his theory of the "encyclopedic" nature of literature, which he sees as conformable to and informed by certain mythic patterns or archetypes.

Responding to the charge "that I seemed to be rewriting my central myth in every book I produced", Dr. Frye said — with as much wisdom as candor — "I certainly do, and would never read or trust any writer who did not do so. But one hopes for some growth in lucidity... as one proceeds". He is currently working on a study of the Bible in relation to English literature. This will form part of his "final statement" — "in three or four books" — about the structure of literature. From his thinking about this last subject comes his lecture on "The Unity of Literature".

Kaufman to speak on Oedipus and the Death of Tragedy

by Ron Wareham

Walter Kaufmann postulates that the Greeks invented both tragedy and philosophy, and he develops the theme that they have been rivals ever since. Philosophers, in the tradition of Plato, tend to believe that truth is the TRUTH and that it commands our total assent. The tragic poets remind us that ideas are espoused by human beings who are limited in many ways and often clash; they insist on the one-sidedness of all uncompromising faiths.

On February 25, Prof. Kaufmann, who teaches in the philosophy department at Princeton University, will present his ideas on tragedy and philosophy to the Loyola Community in a lecture entitled *Oedipus and the Death of Tragedy*. This will be the second "Loyola Lecture" this year and will take place at 8 p.m. in the Smith Auditorium.

Prof. Kaufmann is one of the foremost teachers of philosophy in the world today. He has translated, edited, and written

commentaries on many of the works of Nietzsche. He has published his own poetry, and translated Goethe's *Faust*. He has written at length on Hegel, on existentialism, and on the problem of religion for twentieth-century man.

He will address himself to some of the problems posed in his book *Tragedy and Philosophy* (1968), particularly the problem of evil: "According to Plato, the poets must insist that the divine is responsible for good only, never for evil, and that the divine never deceives. *Oedipus*, like the Book of Job, is more realistic." The philosophers have invented a god who is eternally good. The tragic poets know better — and worse.

It promises to be a stimulating evening.

Those who wish invitations to a reception after the lecture should write to Prof. Ronald S. Wareham, English Department.

The lecture has been sponsored by the Loyola Committee on Visiting Lecturers.

"La Ronde" and "Right You Are" play in repertory

by Bruce Bailey

Loyola's Actors' Company returned to the F.C. Smith Auditorium from January 31 through February 10 with alternating nights of Arthur Schnitzler's *La Ronde* directed by Harry Hill and Luigi Pirandello's *Right You Are (If You Think You Are)*, directed by Paula Sperdakos.

Most of the protagonists of *Right You Are* stumble around in the dark tomb of the riddle, "What is Truth?" — a conundrum that is ordinarily and mercifully buried early in most of our lives. Such a decaying metaphysical puzzle is difficult to revive on the stage, but the Actors Company has brought spirit to the matter with their rendition of the farcical attempt by a coterie of small-town Italians to discover the Truth about a small-time bureaucrat and what seem to be his wife and mother-in-law.

Bruce Covert was convincingly supercilious in his role as Lamberto Laudisi, the only character in the play who is absolutely sure that Truth is relative. Agazzi (Douglas Downie) and Sirelli (Martin Hallett), two of the many objects of Laudisi's sardonic laughter,

were portrayed as particularly believable idiots, while Erika Ritter turned in a studied piece of character acting as the distraught mother-in-law.

La Ronde is also a challenging play to direct well and likewise deliberately leaves the audience with a feeling of incomplete satisfaction. Schnitzler, a contemporary of Freud, has written about a sexual not-so-merry-go-round ridden by ten characters who run the gamut of emotions — from A to about B — in a circle of ten short carnal trysts which implicitly begin again at the final curtain.

Director Harry Hill obviously worked hard to smooth over the more lackluster surfaces of the script, and to lend some urbanity to his young, inexperienced cast, but the odds were ultimately insurmountable. While the sexual adventures of the protagonists went nowhere but back to the beginning of the chain, the acting did tend to improve toward the end of the play, with Bruce Covert chalking up a creditably comic performance at the end of the circuit.

Loyola of Montreal happenings

FEB. 11-24

CARNIVAL '74 DAILY EVENTS

Gaudagni Lounge Pub
Open 10 a.m. - 5 p.m.

Intramural Sports
Broomball, Hockey, and
Basketball
Athletic Complex

Carnival Film Series
(99¢)
Movies To Be Announced
Time: Noon and 3 p.m.
Place: F.C. Smith Auditorium

Information and tickets to all
events: LSA Special Events
Office or Carnival Booths
located in the Campus
Centre, LSA Special Events,
Highston Hall
and Guadagni Lounge

monday

February 11
**CARNIVAL '74 OPENING
CEREMONIES**
with guest celebrity Mike
Williams of CKGM
Time: Noon
Place: Quadrangle

**JUDGING OF SNOW
SCULPTURES**
Time: 12:10 p.m.
Place: Quadrangle

PUB CRAWL
Begins at The Annex, finishes
at The Moustache
Time: 6:30 p.m.
Starting Times available at
Carnival Booths

**NATIVE PEOPLES OF
CANADA LECTURE**
Speaker: Velma Bourque,
Department of Education,
Quebec
Topic: "Native Education in
Canada: An Overview"
Time: 7 p.m.
Place: Drummond Science
Building Room 103

FINE ARTS EXHIBITIONS
"Metamorphosis" - art work
by students of Studio 300
Place: Campus Centre

Through February 28

Paintings of Three Fine Arts
Department professors:
A. Tatossian, L. Coppold and
W. Showell
Place: Vanier Library

tuesday

February 12

ITALIAN FILM SERIES
(Free)
Documentaries on The Arts,
Sciences and Tourism

Time: Noon - 5 p.m.
Place: Drummond Auditorium

CARNIVAL TRICYCLE RACE
Time: Noon
Place: Campus Centre
Information: Carnival Booths
Entry fees (\$1.50) must be in
Carnival Office by 4 p.m.
Feb. 11

HOCKEY GAME
McGill at Loyola
Time: 7:30 p.m.
Carnival Trophy to be presented
after game

BEER BASH
Time: 8 p.m. - 12 a.m.
Place: Gaudagni Lounge

LOYOLA HOCKEY TOMMIES
Sir George at Loyola
Time: 5 p.m.

LUNCH-HOUR LISTENING
Programme:
Pergolesi: Concerto in G Minor
for Flute, Strings and Continuo
Sibelius: Symphony No 5
Dvorak: Scherzo Capriccioso
Time: Noon - 1 p.m.
Place: Studio One

wednesday

February 13
ITALIAN FILM SERIES
(Free)
Time: Noon - 5 p.m.
Place: Drummond Auditorium

**COMMUNICATION ARTS
FILM SERIES**
(99¢)
"Smiles of a Summer Night"
(1955), directed by Ingmar
Bergman
"The Seventh Seal" (1956),
Sweden during the Black
Death with Max Von Sydow
Time: 7 p.m. and 8:45 p.m.
Place: F.C. Smith Auditorium

**LOYOLA BASKETBALL
TOMMIES**
Loyola at Macdonald
Time: 6:30 p.m.

BASKETBALL GAME
Loyola at Macdonald
Time: 8 p.m.

CARNIVAL DOGSLED RACE
Time: 1 p.m.
Place: Football Field

HEIDELFEST
\$1.50)
Fun and Door Prizes but there
are a limited number of tickets
on sale at carnival booths
Time: 8 p.m.
Place: Gymnasium

LUNCH-HOUR LISTENING
Programme:
Beethoven: Symphony No 6

"Pastoral"
Haydn: Cello Concerto in C
Sibelius: Karelia Suite
Time: Noon-1 p.m.
Place: Studio One

thursday

February 14
GRAND PRIX WRESTLING
(\$2.00)
Contestants:
Jos. Presenza vs Gerry Petel
Tony Ross vs Tony Petel
Roy Canendar vs Bob Delaserra
War Eagle vs Gilles "The
Fish" Poisson
Edouard Carpentier vs Tarzan
Tyler
Time: 2 p.m.
Place: Gymnasium

**PSYCHOLOGY DEPARTMENT
FILMS SERIES**
(Free)
"Psycho-Active Drugs and Drug
Education"
Time: 1 p.m. - 2:30 p.m.
Place: Bryan 204

**SKATING PARTY AT
BEAVER LAKE**
(Free)
An evening of skating, bonfires,
music and marshmallows
Time: 7 p.m.
Place: Mount Royal's Beaver
Lake

**EXECUTIVE COMMUNICATION
SEMINAR 1974**
Geared to the understanding of
information design, research
and programming in industry,
media, social and political life,
the seminar will present an
extract of practical knowledge
and skills.
Seminar Leader is Dr. Miroslav
Malik, Communication Arts
Department
Time: 9:30 a.m. - 9:00 p.m.
Place: Byran Building Room
B208
Information contact: Mrs. T.
Tilley, local 276.

friday

February 15
PRESIDENT'S HOLIDAY
SKI DAY AT ST. SAUVEUR
Ski races (open to all), Hot Dog
competition, après-ski at
Nymarks Nordic Lodge
Buses leave Loyola 7:30 a.m.
Bus: \$3.00
Tows: \$2.00

BASKETBALL GAME
Loyola at McGill
Time: 8 p.m.

MUSEUM TRIP TO NEW YORK
Last day for applications and
deposits (\$30.00) for this Fine

Arts Department sponsored
excursion.
Information contact: Esther
Wertheimer, local 440

saturday

February 16

**LOYOLA BASKETBALL
TOMMIES**
Loyola at Bishop's
Time: 1 p.m.

**LOYOLA VOLLEYBALL
TOMMIES**
QUAA Finals at McGill

FREE LIFE DRAWING CLASS
with Professors E. Wertheimer
and R. Blauer
Time: 9:30 a.m. - 12:30 p.m.
Place: The Refectory

CARNIVAL SNOWBALL
(\$3.00 per person)
Featuring Dean Scott and The
Cosmic Cowboys
Time: 8 p.m.
Place: Windsor Hotel Ballrooms

monday

February 18

**NATIVE PEOPLES OF
CANADA LECTURE**
Speaker: Peter Sindell,
Professor, Anthropology of
Development, McGill
Topic: "Native Education:
Traditional Learning Patterns
and their Implications for
Native Students"
Time: 7 p.m.
Place: Drummond 103

LOYOLA HOCKEY TOMMIES
Loyola at Dawson
Time: 8 p.m.

tuesday

February 19

BASKETBALL GAME
Plattsburgh State at Loyola
Time: 8 p.m.

LUNCH-HOUR LISTENING
Programme:
Mozart: Piano Concerto
"Coronation"
Mahler: Symphony No 4
Stravinsky: "Firebird" Suite
Time: Noon - 1 p.m.
Place: Studio One

wednesday

February 20

**COMMUNICATION ARTS
FILM SERIES**
(99¢)
"Wild Strawberries" (1957),

An old man discovers the true
meaning of life.
"The Magician" (1958),
directed by Bergman with Max
Von Sydow
Time: 7 p.m. and 8:45 p.m.
Place: F.C. Smith Auditorium

**LOYOLA BASKETBALL
TOMMIES**
Loyola at Sir George
Time: 8 p.m.

LUNCH-HOUR LISTENING
Programme:
Schumann: Symphony No 1
Mozart: Exultate Jubilate
Moussorgsky: Pictures at an
Exhibition
Time: Noon - 1 p.m.
Place: Studio One

friday

FEBRUARY 22

**SENATE COMMITTEE ON
VISITING LECTURERS**
presents Professor Northrop
Frye, University of Toronto
who will speak on "The Unity
of Literature"
Time: 8 p.m.
Place: Vanier Auditorium

BASKETBALL GAME
Sir George at Loyola
Time: 8 p.m.

saturday

FEBRUARY 23

FREE LIFE DRAWING CLASS
Professors T. Hopkins and W.
Hovermann
Time: 9:30 a.m. - 12:30 p.m.
Place: Guadagni Lounge
Refreshments will be served

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